# SOCIAL STUDIES TEACHERS' VIEWS ON GLOBAL CITIZENSHIP IN THE CONTEXT OF TECHNOLOGY

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## ABSTRACT

With the impact of technological development and rapid globalization, the social studies teaching process stands out in the context of today's sustainable and qualified education policies. In this study, which aims to reveal the views of social studies teachers on global citizenship in the context of technology, a qualitative research method was utilized. The study, shaped by teachers' views, employed a case study design in the form of a case analysis, aiming to gather in-depth information on the subject. The qualitative implementation process of the study was carried out with 10 social studies teachers who voluntarily participated in the study. Participants were selected according to convenience sampling. In the process of gathering opinions and suggestions from participants to gather information on the subject, an interview was conducted, and the interview form was used in conjunction with the interview. The form used in the interview consists of two basic dimensions and includes questions about the participants' personal information and the subject matter. Interviews were conducted with the participants, who were interviewed one-on-one on the day and at the time determined. With the other participants, the process was completed with the interview form approach. After the interview process, the data were transcribed, and all data were analyzed through document analysis. The findings were analysed using both descriptive and content analysis. As a result of the study, it is understood that social studies teachers interpret global citizenship as a holistic component with technological developments and current global trends. In terms of the process, various suggestions for developing digital competencies through technology-integrated global citizenship education practices emerge.

**Keywords:** Global citizenship, quality education, social studies, teacher, technology.

## INTRODUCTION

In the context of quality education, it is essential to establish the bond between the individual and society within the framework of certain structures in order to access sustainable societies. At this point, citizenship understanding, approaches and policies come to the fore. In the context of today's global and multicultural landscape, societies need to adapt to a developing, changing, and progressive structure that is shaped by technological dynamics.

In this system and structure, equipped with various elements that focus on 21st-century skills and values, universal citizenship concepts, processes, and practices draw attention (Mangkhang & Kaewpanya, 2021, p. 89; Martin, Smolen, Oswald, & Milam, 2012, p. 158).Citizenship is seen as a legal identity and status that an individual acquires at the constitutional level. Although the meanings attributed to the concept of citizenship vary from society to society, the identity of a citizen in each society is shaped with an emphasis on different cultural, political, and social factors according to the existing social culture (Appiah, 2008, p. 98). In this respect, within the framework of today's global understanding and approach, it can be said that raising effective, participatory, harmonious individuals and citizens in terms of public welfare and functioning is taken as a basis in education and training processes (Schippling, 2020, p. 99). Based on the dynamism of technological developments and advances, changes are observed in the understanding of citizenship based on the understanding of creating sustainable societies and a sustainable world that corresponds to the conditions of the day, responds to the needs of the day, and focuses on keeping up to date and adopting and supporting current social processes (Leslie, 2009, p. 3). With this emphasis, 'global citizenship' is recognised as a prominent concept influenced by the impact of global developments and factors in today's technologically and culturally dynamic social structure (Eybers & Muller, 2024, p. 98; Gaudelli, 2016, p. 3). Recently, within the context of global-scale change and development, rapid advances in technology and dynamic restructuring in communication and socio-cultural structures are giving depth to the meanings that states attribute to the concept of citizenship. It is well established that states promote the cultural and political development of citizenship on a global scale, operating at a supra-state and supra-legal level, and draw attention to citizenship-related topics and content in educational processes and environments (Henderson & Wright, 2015, p. 15). In this regard, concepts such as citizenship, world citizenship, and global citizenship are emphasised within the framework of sustainable quality education, based on the premises of today's global understanding and provisions (Harshman, 2018, p. 116). Due to the essence and nature of global citizenship, a comprehensive and inclusive citizenship education process and planning are emphasised, with social processes highlighted in an unbridled, sustainable world where limitations on democratic, active, and participatory citizenship are removed (Cornwell & Stoddard, 2006, p. 26; Rapoport, 2021, p. 113).

At this point, in the understanding and principles of global citizenship accepted by international organizations, especially UNESCO, the emphasis on intercultural interaction and diversity in a multicultural discipline is based on tolerance and open-mindedness (Pigozzi, 2006, p. 2). With this multidimensional thinking approach, it is evident that all leading factors, particularly education within a sustainable and diverse social structure, focus on the concepts of peace, environmental education, and human rights (Davies, 2006, p. 6). In today's world, which is increasingly globalized in the light of technological developments, it is agreed that the global citizen is an individual who is interested, respectful and curious about intercultural interaction, who seeks meaning in how and

how cultural diversity works in technological processes and environments, and who is willing to play a role in creating a sustainable world as a world citizen (Klein, 2001, p. 54; Holmes, 2019, p. 1).

In addition to the citizenship policies of states within the scope of global citizenship, it is known that the processes and practices of global citizenship education in educational environments are more focused on teacher training (Holden, 2000, p. 79). In this process representation, especially in classroom settings, the concepts of learning to think globally, gaining a global identity, and maintaining continuity are emphasised. At the same time, the necessity of not only knowledge but also skills, values, and attitudes that encompass global themes is explained in the representation of global citizenship (Bourke, Bamber, & Lyons, 2012, p. 163; Bourn et al., 2017, p. 55; Estellés & Fischman, 2021, p. 223). Although it is known that the understanding and provisions of global citizenship are mostly found in the academic framework, it is necessary to gain a global citizenship understanding at all levels of education in order to monitor and evaluate social developments and develop a solution-oriented process (Yemini et al., 2019, p. 78; Saperstein, 2020, p. 125). In this direction, it is understood that global citizenship is a dynamic concept that belongs to the current and today's world, emerging from today's societies and serving today's social culture.

Therefore, considering the global dynamics in every field and level of individual and social life, acting with a citizenship consciousness and ideals is supportive of today's world in terms of being a global citizen (Berdan & Berdan, 2014, p. 57; Altıkulaç, 2016, p. 27). In today's social structuring, in its progress within the framework of multicultural and multidisciplinary issues, the aim of raising individuals who are globally conscious, sensitive, aware, aware and adopt current values and skills, and are compatible with the current, emphasizes the foundations of global citizenship (Giroux & Bosio, 2021, p. 8). In the representation of global citizenship, global positioning is emphasised, with an understanding of the local-to-global perspective, and individuals are expected to adapt as citizens to the social process, characterised by respect and tolerance for differences (Cornwell & Stoddard, 2006, p. 30). On the basis of this goal, it is aimed to increase intercultural interaction and depth in understanding and the discipline of global citizenship, particularly in coping with global problems, staying current, and adapting to the present (Saperstein, 2020, p. 125). In line with the primary goals of global citizenship, educational processes and practices are crucial for considering global dynamics in the transformation of national citizenship into universal or world citizenship, and for equipping individuals with the necessary knowledge, skills, and values (Choi & Kim, 2020, p. 466). As a matter of fact, it can be said that global citizenship in the digitalizing world comes to the forefront with its multidimensional approach in line with universal human rights and these basic premises, and it is gaining importance in today's educational environments, especially within the scope of life-oriented, active and dynamic courses such as social studies (Maguth & Yamaguchi, 2013, p. 85; Gaudelli & Fernekes, 2004, p. 18).

In this respect, this study aims to determine the views of social studies teachers on global citizenship in the context of technology. Based on this main purpose, the following questions were sought to be answered;

1. What are the views on global citizenship?
2. What are the views on the characteristics that global citizens should have?
3. What are the views on the use of technology for global citizenship in social studies teaching?

4. What are the opinions about at which stage (in-class and out-of-class activities) technology tools, materials and applications for global citizenship are used?

5. What are the opinions on prioritized learning areas/subjects for global citizenship?

6. What are the opinions on increasing the functionality for global citizenship?

7. What are the opinions about the studies on global citizenship in social studies teaching?

8. What are the opinions about the suggestions related to global citizenship in social studies teaching?

The study focuses on global citizenship in the context of technology in social studies teaching as a current subject area. By emphasising the issue of global citizenship in the qualified education process, which has been transformed in the context of globalisation and technological developments, addressing the views of teachers who are stakeholders and practitioners of this process is considered noteworthy in terms of contributing to the field.

**METHOD**

In this section of the study, information on the research model, study group, data collection and analysis is presented.

*Research Model*

This study employed a qualitative research method to determine the views of social studies teachers on global citizenship in the context of technology. In terms of focusing the study on teachers' views, the case study design, a type of case analysis, was preferred as one of the preferred designs in qualitative research processes. In research processes where the qualitative research method is preferred, it is aimed that all participants in the qualitative application phase express their opinions in light of their own experiences and perspectives, adhering to the subject of the study (Vishnevsky & Beanlands, 2004, p. 234). In addition, especially in studies conducted in the social sciences, qualitative research processes stand out in terms of providing the opportunity for detailed examination and in-depth information collection on the subject (Aspers & Corte, 2019, p. 141; Küçük, 2016, p. 105). In studies conducted in the context of qualitative research process, when it is aimed to collect meaningful, descriptive, in-depth and systematic data on the subject that is aimed to obtain information (Creswell, 2009), one of the qualitative research designs included in the process is the case study (Köse, 2022, p. 109; Heale & Twycross, 2018, p. 7; Orum et al., 1991, p. 12). In the study process aimed at gathering in-depth opinions from participants within the framework of a case study, case analysis is utilised when different ideas and suggestions on a specific subject are to be examined (Büyüköztürk et al., 2022, p. 270). During the implementation process, which was carried out with the voluntary participation of social studies teachers and obtained the necessary ethical permissions, the process of gathering opinions adhered to a qualitative research methodology. The teachers who participated in the study were selected using convenience sampling, based on the flow and systematics of researcher-participant communication. With convenience sampling, researchers can easily reach participants who voluntarily participate in the process throughout the entire implementation, allowing them to use their time effectively and communicate effectively regarding the study (Büyüköztürk et al., 2022, p. 95; Küçük, 2016, p. 98).

### Study Group

In this study, which aims to reveal the views of social studies teachers on global citizenship in the context of technology, the study group of the research consists of 10 participants who are actively working as social studies teachers in five (5) different state-affiliated secondary schools in two different provinces in the Spring Semester of the 2023-2024 Academic Year. All teachers who participated in the research process were included in the study process within the scope of the principle of voluntariness. The findings regarding the personal information of social studies teachers are presented in Table 1.

**Table 1.** Distribution of Participants by Personal Information

| Category | *f* | % | Participants |
|---|---|---|---|
| **Gender** | | | |
| Female | 4 | 40.0 | P1, P2, P6 |
| Male | 6 | 60.0 | P3, P4, P5, P7, P8, P9, P10 |
| **Age** | | | |
| 20–30 | – | – | – |
| 31–40 | 3 | 30.0 | P4, P7, P9 |
| 41–50 | 7 | 70.0 | P1, P2, P3, P5, P6, P8, P10 |
| 51+ | – | – | – |
| **Professional Seniority** | | | |
| 6–10 years | 2 | 20.0 | P4, P9 |
| 11–15 years | – | – | – |
| 15+ years | 8 | 80.0 | P1, P2, P3, P5, P6, P7, P8, P10 |
| **Educational Status** | | | |
| Bachelor's Degree | 9 | 90.0 | P1, P2, P3, P4, P5, P6, P7, P9, P10 |
| Master's Degree | 1 | 10.0 | P8 |
| PhD | – | – | – |
| **Use of Technology in Social Studies Course** | | | |
| Yes | 10 | 100.0 | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 |
| No | – | – | – |
| **Participation in Activities such as Training, Symposiums, Seminars, or Conferences on Global Citizenship** | | | |
| Yes | 1 | 10.0 | P7 |
| No | 9 | 90.0 | P1, P2, P3, P4, P5, P6, P8, P9, P10 |
| **Reading Books, Journals, Articles, and Other Periodicals on Global Citizenship** | | | |
| Yes | 4 | 40.0 | P1, P7, P8, P10 |
| No | 6 | 60.0 | P2, P3, P4, P5, P6, P9 |
| **Watching TV Series, Films, Public Service Announcements, or Digital Content Related to Global Citizenship** | | | |
| Yes | 4 | 40.0 | P2, P4, P7, P8 |
| No | 6 | 60.0 | P1, P3, P5, P6, P9, P10 |
| **Total** | 10 | 100.0 | |

Table 1 shows that 4 (40.0%) of the teachers participating in the research process were female, and 6 (60.0%) were male, totalling 10 participants. 3 (30.0%) of the participants were between the ages of 31-40 and 7 (70.0%) were between the ages of 41-50; according to professional seniority, 8 (80.0%) had 15+ years of experience and 2 (20.0%) had 6-10 years of experience; according to educational status, 9 (90.0%) had bachelor's degree and 1 (10.0%) had master's degree; All 10 (100.0%) of them included the use of technology in their social studies courses; 1 (10.0%) participated in activities such as symposiums, seminars and conferences on global citizenship, while 9 (90.0%) did not; 4 (40.0%) read periodicals such as books, magazines, articles, etc. on global citizenship,

while 6 (40.0%) read books, magazines, articles, etc. on global citizenship. It is observed that 4 (40.0%) of the participants read periodicals, while 6 (60.0%) did not. Additionally, 4 (40.0%) watched TV series, movies, public service announcements, or digital content related to global citizenship, and 6 (60.0%) did not.

*Data Collection and Analysis*

In this study, the interview process was utilized to obtain the opinions and suggestions of social studies teachers regarding global citizenship in the context of technology. Although various discussions in the literature exist regarding the number of participants when collecting data through interviews in qualitative studies, it is generally considered that 10-12 people are suitable for the qualified conduct of the process (Gibbs, 1997, p. 5). In the interview process, topical interviews take centre stage in studies focusing on a specific topic (Kuş, 2012, p. 87). The Semi-Structured Interview Form prepared by the researchers during the research process was finalized after being shaped by expert opinions. During the preparation process of the interview form questions utilised in the study, support was received from two Social Studies Education field experts and one Turkish Education field expert at various stages, including content, scope, suitability for the purpose, and language and expression. In the relevant form, Section 1 was prepared to include personal information, and Section 2 was prepared to include interview questions about global citizenship in the context of technology. The coefficient of unity agreement between the expert opinions was found to be .82 (Miles & Huberman, 1994, p. 64), and in this respect, it is accepted that the expert opinions on the interview form questions are largely in consensus. In this context, the use of interview and interview form approach together in the qualitative application process was taken as a basis. It is known that the interview form approach, frequently used in qualitative research processes, aims to reveal different and in-depth issues in the opinions of participants who contribute to the process by sharing their views on a specific subject (Küçük, 2016, p. 109). In this context, qualitative application processes can utilise both interviews and interview forms to enhance the effectiveness of the process. (Büyüköztürk et al., 2022, p. 158). Interviews with participant social studies teachers were conducted and recorded on the specified day and time. Audio interviews were conducted via telephone and recorded after obtaining the participants' informed consent and permission. These interviews lasted an average of 10 minutes. Additionally, communication was provided via email for the opinions received from a select number of participants using the interview form approach. Data were obtained from 4 of the teachers who participated in the qualitative implementation process through interviews and from 6 of them through interview forms. All interview contents were transcribed before data analysis. After transcription, all raw data were transformed into written documents. Then, the data were analyzed through document analysis. In research processes that utilise document analysis, the aim is to reveal participants' views on issues or questions based on the process (Love, 2003, p. 86). All raw data obtained from the interview process step of the research were analyzed and reported by descriptive analysis and content analysis. In the descriptive analysis process, the findings obtained from the views of the participants on a certain selected topic are analyzed and summarized according to the themes predetermined by the researchers (Yıldırım & Şimşek, 2008, p. 187); while content analysis is based on the in-depth presentation of the participant views by drawing attention to the strengths of the study. In this respect, content analysis is recognised as a preferred data analysis technique, particularly in qualitative studies within the social sciences (Armstrong, 2021, p. 5; Büyüköztürk et al., 2022, p. 258).

**FINDINGS**

In this section of the study, the findings obtained from the data on social studies teachers' views on global citizenship in the context of technology are presented.

**Findings on Global Citizenship**

Findings regarding teachers' views on global citizenship are presented in Table 2.

**Table 2.** Opinions on Global Citizenship

| Global Citizenship Perspective | *f* | Participants |
|---|---|---|
| Technology and communication-oriented current approach | 4 | P1, P4, P7, P8 |
| Local-to-global oriented approach | 3 | P2, P6, P9 |
| Fair and democratic ideal-oriented approach | 2 | P5, P10 |
| Anti-globalist approach | 1 | P3 |
| **Total** | 10 | |

The opinions obtained from the first stage in which the views of social studies teachers on the question "*What is global citizenship?"* are examined are divided into basic categories and presented in Table 2. According to Table 2, it is evident that the majority of participants (4) associate global citizenship with the rapid progress in technology, communication, and globalisation. Some participants explained the concept of global citizenship as a transition from a local to a global perspective. In contrast, others described it in relation to creating a just and democratic world that respects human rights and freedoms. It is stated that one of the participants expressed an anti-global citizenship approach.

In this context, the teacher (P1), who associated the concept of global citizenship with technology and communication-oriented global perspective, stated;

"*The acceleration of interaction and communication in the world has made the borders disappear. I think that a general concept of citizenship has emerged as people's information interaction has accelerated. In this concept of citizenship, I think that people should be seen as a citizen beyond their nationality and religious identities, just because they are human beings and members of this world*." Another teacher (P7);

"*In a world where communication and access to technology have developed so much, micro nationalist attitudes have become meaningless. Today our problems are global. Our struggle with nature, hunger, poverty, basic human rights cannot be solved with a micro perspective, therefore, global citizenship awareness should be developed."*, and he touches upon the concept of global citizenship by associating it with today's technological societies and universal perspective. Expressing global citizenship as a transition from local to global (P2);

"*I think that borders have disappeared due to the use of technology. In this context, I think that we are no longer limited to countries but we are citizens of all countries of the world*.", while another participant (P6) said;

"*It is very important to be able to think universally in terms of the protection of humanity and the protection of children beyond borders, especially in our age, where individuals should be in cooperation as citizens of the world, not only within the borders of their own countries. However, the policies of states sometimes prevent people from*

*becoming selfless and thinking globally, thereby increasing polarisation*. Participant (P5) expressing global citizenship with the creation of a just and democratic ideal;

*"The importance of global citizenship is increasing for a world that is egalitarian, just and respectful of human rights, in short, for a better world."*, while (P10) said;

*"Global human being is the fact that all people living on earth are citizens of the world without discrimination of race, belief, language, gender, color. A world without the concept of borders. Global identity*. The participant (P3), who opposed global citizenship with an anti approach, said;

*"I do not agree with global citizenship. I prefer to protect my own identity as a citizen of the Turkish nation and state. I do not find an extra category of citizenship appropriate to be sensitive to universal common problems and to make a difference in this regard."*

When the findings are evaluated, it becomes clear that social studies teachers generally approach the global approach positively, explaining it as a current reflection of technological development and progress in social culture. In addition, it is emphasised that global citizenship fosters a more just understanding of human rights and freedoms, and adopting a current global approach involves protecting local culture. Likewise, while keeping up to date, it is also noteworthy to draw attention to the problems that global problems may cause in individual and social life.

**Findings on the Characteristics of Global Citizens**

The findings regarding teachers' views on the characteristics that global citizens should possess are presented in Table 3.

**Table 3**. Characteristics Global Citizens Should Possess

| Required Characteristics of Global Citizens | f | Participants |
|---|---|---|
| Being fair and egalitarian | 5 | P2, P5, P6, P9, P10 |
| Adherence to scientific, ethical, and moral principles | 2 | P3, P8 |
| Being open-minded | 2 | P4, P7 |
| Respect and tolerance for differences | 1 | P1 |
| **Total** | **10** | |

The data of this stage, in which the views of social studies teachers on the question "*What are your views on the knowledge, skills, values and attitudes that a global citizen should have?"* are presented in Table 3. According to Table 3, it is evident that most participants (5) associate being a global citizen with democratic attitudes and behaviours, prioritising fair and egalitarian values and attitudes. Compliance with scientific, ethical and moral principles (2) and open-mindedness (2) were also emphasized. In addition, one of the participants (1) integrated the global citizen with respect and tolerance for differences. Describing the global citizen as fair and egalitarian, the teacher (P2) said;

*"If I give examples of these behaviors, I think that the sense of justice, equality and tolerance are transferred. Apart from that, I think that cultures interact with each other, improve people's communication, and increase people's awareness."* Another teacher (P5);

*"It should be for everyone without discrimination of language, religion, color, and gender"*, referring to the democratic behaviors, values, and skills at the basis of global citizenship. The participant (P38) emphasized that the global citizen should adopt scientific, ethical and moral principles;

*"He/she should have universal ethical and moral principles. It is the fundamental duty of every society to raise individuals with moral values who prioritise the well-being of humanity*. Again, participant (P8) said;

"*It is necessary to know the problems the world is facing today. Without knowledge, we may be incomplete in our pursuit of rights.* It *is necessary to have values, including core values, skills, such as love and respect, as well as scientific thinking skills, to be a good media literate.* Participant (P4) emphasized on being open-minded;

*"To become a global citizen, it is necessary to have a character that is free from prejudices and open to developments. People who understand technology well, have a good command of commonly used foreign languages, question and apply them to their lives can progress towards becoming global citizens. While questioning the developments in the world, they need to make evaluations independent of the culture they live in and the religion they belong to/do not belong to*." Another participant (P7) said;

"*Environmental sensitivity, empathy, effective communication, human rights awareness, critical and versatile thinking, etc.*". The participant (P1), who drew attention to the components of respect for differences and tolerance in global citizenship;

"*It is necessary to be respectful and tolerant of differences.*"

Based on these findings, it can be said that global citizenship encompasses democratic attitudes and values in the context of justice and equality, emphasises the importance of being versatile and open-minded, is grounded in scientific and ethical principles, and is based on respect and tolerance for cultural diversity.

**Findings on the Use of Technology for Global Citizenship in Social Studies Teaching**

The findings regarding the use of technology for global citizenship in social studies teaching are presented in Table 4.

**Table 4.** Use of Technology for Global Citizenship in Social Studies

| Technology Us efor Global Citizenship | *f* | Participants |
|---|---|---|
| Sees it as necessary | 9 | P1, P2, P4, P5, P6, P7, P8, P9, P10 |
| Does not see it as necessary / No opinion | 1 | P3 |
| **Total** | **10** | |

At this stage, where the opinions of social studies teachers on the question "*What do you think about the contribution of technology use to global citizenship in social studies course?"* are discussed, firstly, the participant opinions are coded as 2 dimensions regarding whether the use of technology is necessary or not and given in Table 4. According to the table, it is understood that most participants (9) stated that they found the use of technology for global citizenship in social studies teaching necessary and useful, while one participant (1) did not provide an opinion. The teacher (P1) who expressed a positive opinion about the use of technology for global citizenship in social studies teaching said;

*"I think it is indispensable. Thanks to technology, it is essential for students to interact with diverse cultures and observe their ways of living. I think the use of technology is important in terms of seeing and recognizing them from the sociological structure and respecting those differences and reaching universal moral principles."* Another teacher (P4);

*"Considering that global citizenship is a concept that emerged with technological developments, it would be insufficient to convey global citizenship independently of technology. Concepts such as transportation and communication are the locomotive of global citizenship. Technology is indispensable when transferring knowledge and skills in the lesson."*, while (P6) said;

*"The contribution of the use of technology for global citizenship in the social studies course plays an important role in communication and interaction. As developments in communication technologies become more effective in informing students faster, they will be a factor that enables conscious individuals to view global problems from a wider perspective. Access to resources, cooperation and being aware of projects will also increase sensitivity to global problems."*, while another participant (P10) said;

*"They should use technology. They can produce joint projects with citizens of the world through social media."*, emphasizing the importance and necessity of technology in global citizenship issues in social studies.

When the findings are evaluated, it becomes clear that teachers consider technological applications, processes, and content necessary and utilise them in the context of global citizenship in social studies teaching. It is noteworthy that technology contributes to both the social studies teaching process and adaptation to the global world, as well as its effectiveness in recognising different cultures, fostering respect and tolerance, and staying current.

**Findings Regarding the Section (In Class – Out of Class Activities) in which Technology Tools, Materials and Applications are Used in Social Studies Teaching within the Scope of Global Citizenship**

The findings related to the section (in-class and out-of-class activities) in which technology tools, equipment and applications were used within the scope of global citizenship are given in Table 5.

**Table 5.** The Use of Technological Tools, Materials, and Applications within the Scope of Global Citizenship in Social Studies Education

| Section of Technology Use in Global Citizenship Context | *f* | Participants |
|---|---|---|
| Use during in-class activities | 8 | P1, P2, P3, P4, P5, P6, P7, P8 |
| Use during out-of-class activities | 4 | P4, P6, P7, P8 |
| No use at any stage | 2 | P9, P10 |

At this stage, where the opinions of social studies teachers on the question "*In which part (in-class - out-of-class activities) and how do you use technology tools and applications within the scope of global citizenship in the social studies course?"* are discussed, the data related to in-class activities, out-of-class activities or not using technology at any stage are presented in Table 5. According to Table 5, it is evident that most participants (8) focused on incorporating technology into in-class activities within the scope of global citizenship in social studies teaching.

While it is understood that some participants (2) also utilised technology in out-of-class processes, two participants (2) did not utilise technology at any stage. One of the teachers (P1) who stated that he used technology for global citizenship in social studies teaching in in-class activities;

"*I can say that I use it in the global connections unit in classroom interaction about the life or climate of different cultures.*" (K3);

"*I raise awareness among my children about universal values. I do my best to help them become individuals who think universally.*" Another teacher (P8) said;

"*We also produce content in our lessons, especially on Youtube with Web 2 tools.*" Drawing attention to the use of technology in out-of-class activities (P6);

"*Sending homework and activities to students via EBA.*" Another participant (P7);

"*Books, movies, documentaries, etc.*". One of the participants (P8);

"*Our students made a video about an environmental pollution.*", while one of the participants (P10) stated that they did not use it at any stage;

"*We do not use it*".

When the findings regarding the part of the course that involves the use of technological products, materials, and applications within the scope of global citizenship in social studies teaching are examined, it is evident that the majority of teachers incorporate technology into in-class activity processes, while some prefer to use technology in out-of-class activities. It is understood that some teachers do not use technology in any department.

**Findings on Priority Learning Areas/Subjects for Global Citizenship**

Table 6 presents the findings regarding teachers' views on the prioritised learning areas or subjects for global citizenship in social studies teaching.

**Table 6.** Priority Areas/Topics for Global Citizenship

| Priority Areas/Topics for Global Citizenship | *f* | Participants |
|---|---|---|
| Citizenship issues | 5 | P1, P5, P6, P7, P8 |
| Individual and societal issues | 4 | P2, P7, P8, P9 |
| Cultural diversity issues | 4 | P6, P8, P9, P10 |
| Global world, environment, climate issues | 3 | P1, P8, P10 |
| Issues of stereotypes and prejudice | 2 | P4, P8 |

Table 6 presents the opinions of social studies teachers on the question "*What are the prioritized learning areas/subjects for global citizenship in social studies teaching?*". According to Table 6, some of the participants (5) stated that global citizenship is related to citizenship issues. It is also stated that individual and society and cultural diversity issues (4) are compatible with the process. In addition, while it is understood that the global world, environment and climate issues (3) are among the prioritized issues, it is noteworthy that some participants

(2) prioritize the issues of stereotypes and prejudice. One (1) participant did not express any opinion. Drawing attention to the importance of citizenship issues in the process regarding global citizenship (P5);

"*Although there are topics such as democracy, equality, human rights, positive discrimination, I think they are not at a sufficient level. They should cover the whole year, not just the topics within the units."*, (P7);

"*Individual and society global citizenship production distribution consumption*. The teacher (P2) who prioritized the relationship between individual and society for global citizenship said;

"*...I can give an example of the individual and society...".* Another participant (P8) said;

"*In all learning areas, especially; Individual and society...*". Emphasizing cultural diversity, the teacher (P9) said;

"*The common heritage of humanity can be introduced.*", while (P10) said;

"*Cultural differences - similarities...* Drawing attention to the global world, environment and climate (P1);

"*There can be global connections. Here, I can give examples of learning areas such as international conventions, international human rights declarations, effective citizenship and global connections in terms of the importance of the parcel process of democracy.*" (P10) said;

"*...Global movements events, phenomena. The world without discrimination.* (P4), who prioritized issues related to stereotypes and prejudice for global citizenship, said;

"*In the schools where I work, my students show a lot of resistance to global citizenship. The culture of the society they live in, their religious perspectives, a lack of life experience, and learning deficiencies contribute to this. In order to transfer global citizenship, I think that students' prejudices should be broken first*."

According to the findings obtained, it is understood that teachers find many learning areas and subjects related to global citizenship within the scope of social studies teaching valid in the process, that the inclusive role of the process is emphasized with many learning areas in terms of the curriculum, but that they have also expressed opinions in terms of solving various problems arising from both temporal and social culture by emphasizing that citizenship education should be carried out on a process basis. Additionally, it is evident that they prioritise various topics and components related to global citizenship in social studies teaching.

**Findings on Increasing the Functionality of Global Citizenship**

Table 7 presents the findings regarding teachers' views on increasing the functionality of global citizenship in social studies teaching.

**Table 7.** Functionality for Global Citizenship in Social Studies

| Functionality of Global Citizenship | *f* | Participants |
|---|---|---|
| Development of digital competencies | 4 | P1, P2, P4, P6 |
| Curriculum development | 2 | P5, P10 |
| Study of current/global problems and solutions | 2 | P6, P8 |
| Study of current/global problems and solutions | 1 | P3 |
| Improvement of collaboration and project-based process | 1 | P7 |
| Planning of process management | 1 | P5 |

The opinions of social studies teachers on the question "What can be considered to increase the functionality of global citizenship in social studies teaching?" (in relation to technology) are given in Table 7. According to Table 7, it is understood that (4) of the participants emphasised the use of technology and, moreover, the development of digital competencies to increase the functionality of global citizenship in social studies teaching, while (2) emphasised the curriculum and current/global problems and solutions. It is also stated that some participants (1) drew attention to the activity and implementation step, the collaboration and project-based process, and effective process management. Some participants did not express any opinion. The participant (P2) who said that the development of digital competencies will contribute to functionality;

*"Attention can be paid to which moral values they should follow during the use of technology. I mean, I can give an example like this; in fact, since global citizenship should symbolise citizenship around the world, people should know what kind of citizens they are in other countries, thanks to technology, for the benefit of the individual. For example, when we look at it in the context of technology, I can give examples such as you can evaluate it based on the news and so on, based on sample events, you can start from here.",* (P4);

*"Students interpret events from the environment they are in due to their age. However, since the world is experiencing rapid developments, it is necessary to take action to remove them from the fan and dispose of them in the ocean. For this purpose, by showing videos of developments taking place in other countries on topics that will capture students' attention, they will become aware of what is happening far from their own living comforts. Of course,* it would *be the most beneficial to enable students to spend time in different cultures and societies by living by doing."* The participant teacher (P10) who stated that improving the curriculum would be effective;

*"One unit can be devoted to this subject. In terms of global unity, the same subject can be taught jointly with states that have an understanding through e-lessons.* (P6), who emphasized the effect of highlighting current global problems and solution suggestions on functionality;

*"Students can be allowed to express themselves about global problems by allowing them to make digital presentations and propose solutions.* Emphasizing the development of the activity and implementation phase (P3);

*"In this direction, it is necessary to ensure that they learn the acquisitions by doing and experiencing.",* while (P7), who emphasized cooperation and project-based teaching, said;

*"By developing projects with schools in different countries, they can get to know each other better through the effective use of communication tools.* Stating that effective process management will contribute to functionality (P5);

*"It should be spread over four years in secondary school, not just one year. It should not only be a topic in a unit, at least one unit in grades 5, 6, 7 and 8 should be devoted to these issues.*

When the findings on the functionality of technology-supported global citizenship in social studies teaching are examined, it is seen that teachers emphasized that the development of digital competencies would make the process meaningful, and that the premises such as developing the curriculum, planning the process management, and examining global events and developments would contribute to functionality.

**Findings Related to Studies on Global Citizenship in Social Studies Teaching**

Table 8 presents the findings regarding teachers' views on the studies on global citizenship in social studies teaching.

**Table 8.** Examples of Studies on Global Citizenship

| Examples Related to Global Citizenship | *f* | Participants |
|---|---|---|
| Web-based activity | 3 | P1, P5, P6 |
| Study on current/global events or news | 3 | P2, P4, P8 |
| Project work | 1 | P6, P7 |
| Activity on citizenship awareness | 1 | P3 |

The opinions of social studies teachers regarding the question "Can you give an example of the studies you have done on global citizenship in the social studies course?" (by associating with technology) are given in Table 8. According to the table, (3) of the participants do web-based activities, while some of the other participants (3) work on current/global developments, events and news. While (1) of the participants do activities on citizenship awareness, (1) of the participants do project work. Some participants did not present any examples of studies. The participant (P1), who exemplified that he conducted a web-based activity on global citizenship in social studies teaching, said;

"*I can give examples of activities related to this, especially because I work on digital citizenship. I notice that children establish virtual friendships with people from other countries, especially in the seventh-grade communication unit. There may be educational information about this in other countries, particularly among peers in those countries. I may have provided children with the knowledge and skills related to the use of social media and digital media in my activities. I can give examples about the use of video, slides and social media*", while the participant (P8) who worked on current global events and news said;

"*Our students made a video about an environmental pollution.*" (P3), who worked on supporting citizenship awareness related to global citizenship, said;

"*I try to give my children acquisitions on national citizenship.*" (P7), who gave examples through project work;

"*We produced a project through e twinning, we communicated with an Italian school using flipped education, we communicated with Zoom.*".

Considering the findings obtained, it is thought that social studies teachers benefit from web-based processes in their technology-supported studies on global citizenship. They pay attention to activities and practices involving current events and global developments, as well as awareness and consciousness-raising studies on citizenship, and various project studies are considered remarkable practices.

**Findings Related to Suggestions on Global Citizenship in Social Studies Teaching**

Table 9 presents the findings regarding teachers' opinions on suggestions on global citizenship in social studies teaching.

**Table 9.** Suggestions on Global Citizenship

| Suggestions on Global Citizenship | *f* | Participants |
|---|---|---|
| Support for the understanding from local to global | 1 | P3 |
| Elimination of digital inequalities | 1 | P2 |
| Improvement of project support | 1 | P1 |
| Support for student exchange programs | 1 | P1 |
| Improvement of school-family collaboration | 1 | P8 |
| Support for content production related to global citizenship | 1 | P8 |

The opinions and suggestions expressed by social studies teachers regarding global citizenship are given in Table 9. Upon examining the table, it is evident that (1) of the participants offered suggestions for supporting the transition from local to global understanding. It is seen that one (1) of the participants offered opinions and suggestions for eliminating digital inequalities, (1) for improving project supports, another participant (1) for supporting student exchange programs, one (1) for improving school-family cooperation and another (1) for supporting content production for global citizenship. Some participants did not offer any suggestions. (P3), who suggested a local-to-global approach in social studies for global citizenship;

"*There is no need to be a global citizen to have universal values and to be aware of the common problems the world faces. Raising individuals who protect their own culture and national identity while embracing universal values should be a common goal for all nations worldwide*. (P2), who suggested that efforts should be made to eliminate digital inequalities in terms of adapting to the technological age;

"*I think that as the length of service increases, problems arise in our use of technology. I think that training sessions should be conducted frequently to raise teachers' awareness about the use of technology. Then, I want to support technological infrastructures in schools and I want every student to have access to these opportunities.*" Regarding the development of project supports (P1);

"*Especially by increasing the state budget in schools, there may be student exchange programs in countries that we interact with a lot... Perhaps a budget can be allocated to address this issue, and state schools could provide training to teachers to encourage this. There may be support from the Ministry of National Education on what teachers should do in this regard. There are such projects, but I think there could be more support and initiatives to enlighten teachers.*" Participant (P1) about supporting student exchange programs;

"*...I think these will open the horizons of our students in terms of becoming global citizens. Projects like the Erasmus project in universities. It sometimes happens in high schools as well. But I think the state should increase its contribution in this regard*. Regarding supporting content production for global citizenship (P8) again;

"*...From time to time, we may encounter racist insulting expressions on social media. These contents often find supporters. The only way for our students to become aware of these contents is to know and internalize universal values. In my opinion, the most important work that can be done for global citizenship is to produce and disseminate high-quality content that provides knowledge, skills, and values*.

When examining the findings from teachers' opinions and suggestions on global citizenship in social studies teaching, it is noteworthy that supporting multidimensional thinking, from local to global, and eliminating digital inequalities in terms of technological development are the most prominent suggestions. Likewise, it is understood

that suggestions such as increasing support for projects and exchange programs, coordinating the process with families, and supporting the production of effective content on the subject are also prominent.

## CONCLUSION and DISCUSSION

In this study, which aims to determine teachers' views on global citizenship in social studies teaching, answers were sought to various questions about global citizenship within the scope of social studies teaching. In this context, "global citizenship, the characteristics that global citizens should have, the use of technology for global citizenship in social studies teaching, at which stage technology is used for global citizenship, priority learning areas / topics for global citizenship, functionality for global citizenship, studies on global citizenship in social studies teaching" were emphasized.

Upon examining the study's results, it becomes apparent that social studies teachers associate the concept of global citizenship with technology and view it as a current and important issue. Regarding the characteristics that global citizens should possess, it is understood that teachers prioritise components related to citizenship, such as justice and equality. It is known that teachers have given positive opinions about the use of technology for promoting global citizenship in social studies teaching. Within the scope of global citizenship in social studies teaching, it is evident that technology tools, equipment, and applications are utilised not only in classroom activities but also in out-of-class activities. In terms of prioritised learning areas or subjects for global citizenship in social studies teaching, it is known that subjects based on the relationship between the individual and society, cultural diversity, and global approaches stand out in opinions. It is understood that social studies teachers stated that the development of digital competencies for global citizenship is important in terms of functionality. It is observed that teachers emphasised web-based activities related to global citizenship and provided examples within the scope of global events and processes. Again, in the suggestions of social studies teachers regarding global citizenship, keeping up to date in the context of technology, eliminating digital inequalities, supporting projects and activities, and school-family interaction stand out.

Appiah (2008), examines the concept of global citizenship as an ideal and a metaphor by examining it with reality. As a current issue that stands out based on technological factors, the study, which stands out with elements such as supporting global citizenship with technology and communication channels, effective use of media in the acquisition of citizenship knowledge and values, and adaptation to the digitalized world, takes an in-depth look at the relationship between technology and today's understanding of citizenship (Mangkhang & Kaewpanya, 2021). Palmer (2025), who bases global citizenship on a supranational critical perspective and emphasises global citizenship education, approaches the current problems of the global world from a critical perspective. Similarly, Schippling (2020), who explores the concept of global citizenship, also stands out in terms of study results. (Çolak, Kabapınar, & Öztürk, 2019; Davies, 2006; Klein, 2001) emphasises that teachers' discussions on global citizenship focus on issues and teaching methods. Within the framework of the conceptual content of global citizenship, the results of this study are supported by a discussion of whether it is a discipline, a metaphor, or a non-ideal ideal.

Saperstein (2020) emphasises the importance and necessity of education, courses, and in-service training activities in the context of global citizenship, as observed in interviews with teachers. He draws attention to the importance

of utilising technology from a global perspective, emphasising the need to develop global citizen competence through diverse knowledge, skills, and values, particularly critical thinking. He suggests that teachers should be more inquisitive within the scope of global citizenship and that more technology and social media should be utilised in classroom environments, integrated with 21st-century skills. Regarding the prominent characteristics of the global citizen, Yemini et al. (2019) draw attention to the importance of teacher education, focusing on the promotion of academic education and processes, as well as the acquisition of knowledge, skills and values deemed necessary in the global context. In the study focusing on how pre-service teachers perceive and interpret global citizenship within the framework of the aim of developing respect for differences and cultural diversity in the social studies course in the focus of rapid technological transformation, the basic knowledge, skills and value components that stand out in the acquisition of global citizenship are mentioned (Günel & Pehlivan, 2016).

Regarding the use of technology for global citizenship, it is emphasised that in technology-oriented global citizenship education, where knowledge and interest in the subject are revealed, application and life-oriented experiences support different skills, values, and competencies, such as critical thinking, self-esteem, and cooperation (Bourke et al., 2012). In various studies that examine the use of digital platforms and materials in educational environments to promote global citizenship, the impact of digital culture on global orientation and citizenship is explored in depth (Eybers & Muller, 2024; Harshman, 2018). Another study, which focuses on the use of technological elements, equipment and applications in social studies for global citizenship, clarifies the aspects of educators that stand out and need to be developed in terms of global citizenship (Maguth & Yamaguchi, 2013).

Holmes (2019) emphasises the need for global citizenship education in the light of various methods and techniques in the social studies course, highlighting the effectiveness of both in-class and out-of-class teaching processes in instilling a global perspective in students.

Looking at the literature in line with the learning areas and topics that stand out in terms of global citizenship, the study draws attention to the importance of teacher training process and justice/social justice themes, and global citizenship as a current subject area is examined within the scope of the course in terms of its place in the relationship between individual and society (Henderson & Wright, 2015). Again drawing attention to citizenship and democracy education, it is also stated that, with the emphasis on global society and global thinking, teachers tend to address issues such as the environment and environmental education easily, but often skip more controversial and complex issues (Davies, 2006; Berdan & Berdan, 2014). Drawing attention to the teacher training process and teacher education in adapting to the fast global world with the effect of technology in global citizenship education, the study emphasizes the role of teachers and the necessary trainings for teachers, and recommends the inclusion of global themes in the scope and content of courses (Bourn et al., 2017). Martin et al. (2012), who emphasise global citizenship in the context of technology and social media in educational environments, highlight the concept of social justice within the framework of 21st-century skills while addressing the preparation of students for citizenship within the scope of a social studies course.

On the functionality of global citizenship, Altıkulaç (2016) addresses the concept of global citizenship in a questioning language based on the ideal of raising good people in the social studies course, and focuses on a constructive global citizenship that focuses on respect, tolerance and open-mindedness that develops within the scope of today's universal standards instead of the traditional patriotism value. Choi & Kim (2020) examine the theme of global citizenship in social studies textbooks, drawing attention to the effectiveness of the social studies course in terms of tolerance, peace, human rights and freedoms, multiculturalism, and respect for differences. Leslie (2009), who draws attention to globalization and global citizenship education for sustainable societies, draws attention to the fact that citizenship processes and practices have evolved into comprehensive and inclusive global thinking and global perspective with the influence of technology in the development and progress of societies, and that global citizenship processes and practices need to be addressed in the educational dimension. Another study that focuses on global thinking by drawing attention to global events and problems in the context of global citizenship examines the universal structure of global citizenship, reflecting its evolution from the past to the present, and its educational dimension (Gaudelli, 2016). Garii (2000) also draws attention to the increasing functionality of social studies curricula in the context of global citizenship in the 21st-century globalised and digitalised world.

The study, which examines elements such as how educators teach global citizenship in the context of social studies and the process of global citizenship education as a prominent component for a democratic understanding of citizenship, stands out in terms of being based on the current approach of the social studies course to the subject (Rapoport, 2009). In terms of opinions and suggestions regarding global citizenship in the context of technology, Gaudelli & Fernekes' (2004) study, which focuses on global citizenship as a current field in the social studies course and offers technological processes, current events, global problems and solution suggestions, in terms of the interpretation of human rights, overlaps with the findings of this study in terms of its results. In another study on technology-based global citizenship education in social studies courses, the necessary knowledge and equipment, as well as global problems and solution suggestions, are examined with global connections at the point of educators raising world citizens (Krutka & Carano, 2016). Studies that draw attention to school-family cooperation in global citizenship education processes and emphasise the benefits of incorporating experiential experiences are also significant in terms of their results (Bourke et al., 2012; Berdan & Berdan, 2014).

Again, various studies from the perspective of global citizenship in the context of technology in social studies teaching (Henderson & Wright, 2015; Rapoport, 2021) align with the results of this study.

## SUGGESTIONS

Within the scope of the results obtained from the research, for global citizenship in the context of technology:

Adding or increasing the number of theoretical/practical courses that emphasize the use of technology in education and global citizenship at the teacher training stage. Providing in-service trainings to support the development of digital competencies of social studies teachers in adapting to technological transformation and progress. Systematically supporting the flow of up-to-date information and opinions among all stakeholders of the process for an effective global citizenship understanding. It is recommended that various existing technology-based

platforms for global citizenship in social studies teaching should be enriched in terms of scope, content and curriculum.

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|---|---|
| Idea or Notion | Ayşegül TURAL, Tuğçe ATAY |
| Literature Review | Ayşegül TURAL, Tuğçe ATAY |
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| Findings | Ayşegül TURAL, Tuğçe ATAY |
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